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AUTHOR Camacho, Julian S.
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ABSTRACT

Census data from 1990 reveal that Latinos (n=133,009) comprised 47% of California's Compton Community College District, a higher percentage than Blacks (n=91,574) who made up 32% and Whites, Asians, and others (n=60,417) who comprised 21%. This is reflected in Compton Community College's (CCC's) student population. Between fall 1994 and spring 1995, the Latino population increased from 38% to 42% of CCC's student body, while Blacks decreased from 54% to 52%. Although Latinos are not the majority student population, they have had an important effect on CCC in that they tend to take more units (32% were full-time students in spring 1995 versus 19% for Blacks), showed a slightly higher retention rate than Blacks from fall 1994 to spring 1995, and tend to enroll in different kinds of classes. In spring 1995, the English as a Second Language (ESL) department was the second-largest in the college and was 99% Latino. Recommendations for serving the growing Latino population include: (1) identify ESL students with professional degrees and concentrate them in classes to increase their learning speed; (2) provide ESL students lacking basic skills in Spanish concurrent enrollment in Spanish and English courses; (3) for ESL students interested transferring, offer transferable courses in Spanish; and (4) in conjunction with ESL courses, establish a transferable Associate Degree program in Spanish to increase transfer rates. (Appendixes provide census data for the California cities of Carson, Paramount, Lynwood, and Compton, and tables of CCC student body characteristics.) (KP)

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ED 385 307

# THE LATINO EXPERIENCE: NEW IMPLICATIONS FOR COMPTON COMMUNITY COLLEGE

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BY
JULIAN S. CAMACHO
DIRECTOR OF INSTITUTIONAL RESEARCH

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## Introduction

On the first day of my History of Mexico class, I surveyed the 20 primarily Latino students in attendance, by asking them to identify themselves and where they were from. Half of them responded by stating they were citizens of the United States(some born and raised in Watts), five other students stated they where born in Mexico, but had been raised in the United States and the last five also stated they were from Mexico, though they were recent immigrants. Though all of them had Spanish surnames, the most surprising component was that five of the Latinos spoke no word of Spanish and the five recent immigrants spoke limited English. So limited, that I have had to conduct the class bilingually, in English and Spanish.

Based on this and previous experiences as having lived in Bolivia, I have concluded that there is no such concept as "The Latino Experience", rather "The Latino Experiences". Latinos originate from over 23 nations, including the United States of America(Chicanos/Mexican Americans who became citizens after the United States of America annexed northern Mexico in 1848), though most immigrant Latinos in Southern California are from Mexico, El Salvador, Guatemala, Cuba and a host of South American nations, primarily Peru. Moreover, Puerto Rico which is a territory of the United States is also considered part of Latin America, thus this group of Latinos are and have been for almost one hundred years, citizens of the United States of America.

Latinos come in all races and creeds, ranging from Native Americans, mestizos, whites, mulattos, blacks and Asians(Mexicali, Baja California has the largest population of Chinese descendants in Mexico). This is evident in most Latin American nations, however due to economic or political uncertainties, there has been a vast migration of immigrant Latinos, but also of native born Americans to Los Angeles County for the multiple economic opportunities that have existed for the last fifty years.

This influx of people or demographic growth whether from the rest of the United States or Latin America has also had an impact on the cities of Compton, Lynwood, Paramount, unincorporated Willowbrook and parts of the cities of Lakewood and Carson. In essence, I am talking about the Compton Community College District. In this paper, I will analyze the enrollment trends of the last four years by ethnicity, compare fall 1994 to spring 1995 semesters on demographic change, units being taken and retention of first-time freshmen and end by comparing enrollment by department for spring 1995. The last section will project where the demographic change is heading and simultaneously recommendations will be made for possible new implications for Compton Community College.

**What Has Been The Trend The Last Four Years?**

According to the 1990 US Census data, The Compton Community College District has about 285,000 residents within its district. The primary cities are Compton, Lynwood, and Paramount, but also includes parts of the cities of

Carson and Lakewood and unincorporated Willowbrook. The largest ethnic group within the district are Latinos at 47%/(133,009), followed by Blacks at 32%/(91,574), Whites, Asians and others comprise 21%/(60,417) of the remaining residents within the district. Furthermore, according to 1990 US Census, the City of Compton is the only city within the district that has a majority African-American population of 49,806, followed by Latinos at 38,316(see tables on 1990 US Census). As of today, most demographers agree that Latinos have reached parity or are close to reaching parity, certainly will have done so by the year 2000. Based on the 1990 U. S. Census information of the district, it is of no coincidence that there has been an increasing Latino student body population at Compton Community College over the last four years.

Compton College

All community colleges in the state of California in the last five years have been experiencing vast demographic changes in their student body population due to the coming of age of the most fertile population. Compton College is of no exception to these changes, as indicated in the census summary for the district. Starting with gender, from 1991, women have grown from 58% to 63% by 1994, while men have simultaneously decreased from 42% in 1991 to 37% by 1994(see graph on Gender). In reference to race/ethnicity, Latinos have experienced something of a rollercoaster ride. In 1991, they comprised 39% of the student body population, only to decrease to 35% the following year. By 1994, they had increased to 41%; simultaneously, Blacks also saw an increase

from 55% in 1991 to 61% in 1994, however, when analyzing the actual figures, the increase of students was more noticeable among Latino students(see graph on Race/Ethnicity).

When comparing gender within race/ethnicity of the students, for the fall 1994 semester, Latina women outnumber their male counterparts by about three hundred students, however when comparing African-Americans, females outnumber males by about 1000 students( see graph on Student Sex By Race/Ethnicity). Moreover, African-American and Latino males were almost at parity. Thus, Compton College is attracting everybody except Black males. In reference to residence, according to the fall 1994 semester, Latino students are not only coming from within the district, they are also coming from outside the district, which means that the college has some educational program that Latino students are willing to commute to(see graph on Residence). Lastly, the percentage of Latinos on financial aid is in correlation with the total Latino student body population: 39% receive financial aid, comprise 37% of the total student body population for 1993/94(see graph on Financial Aid).

**What Has Happened From Fall 1994 to Spring 1995?**

The big change that occurred, happened from the fall 1994 to spring 1995 semesters. Latinos for fall 1994 comprised 38%(end of semester tally), however for spring 1995, this percentage increased to 42%, while that of African-American students decreased to 52% from 54%(see graph on Student Race/Ethnicity, Sp.95). The real noticeable change is visible in the actual

number of students. For fall 1994, Latinos equaled 1,718 students, for spring 1995, this number increased to 2,086, thus there was an increase of 368 students. Simultaneously, African-American students only increased by 163 for the spring semester. The increase in Latino students has also resulted in an increase in the number of full-time Latino students, those taking 12 units and above.

Units

Overall, for the spring 1995 semester, there has been a decrease in the number of students taking 7.5 or less units for both Latino and Black students. In the fall 1994 semester, there were 409 Latinos taking 12-14.5 units in comparison to 354 Black students. For those taking 15 and above units, Latinos accounted for 181, whereas Blacks consisted of 123 students. Thus, 32% of the Latino student body population were full-time students, whereas among Black students, only 19% were full-time. This scenario has gotten better for both Latino and Black students for spring 1995. Within the 12-14.5 units category, Blacks account for 598, whereas Latinos also increased to 535, however, in the 15 and above unit category, Latinos are the majority with 378, though close behind are Blacks with 351. This means that 44% of the Latino students at Compton College are taking 12 and above units, incomparison to 36% for full-time Black students(see graph on Units Among Black & Latino Students). This percentage for both groups is excellent. What the data above demonstrates is that Latino experience is in every aspect also one of the many Compton Community

College experiences. Furthermore, the question arises, where do Latinos stand in reference to retention, particularly for first-time freshmen who are an intricate part of our fall enrollment.

First-Time Freshmen Retention

In the fall 1994 semester, there were 1506 first time freshmen. Only 697 returned for the spring semester, thus overall, there was a 54% dropout rate. Of the 696 that returned, 48%/(327) were Latino, followed by Blacks at 45%(317)(see graph on Returning Freshmen by Ethnicity). Among gender within Latinos, the percentages represent women being 55% and men 45% of those returning students. This only emphasizes, that Latinos have impacted Compton College in various important categories, without having to be the majority student body population. The last question that then arises is, in which department or departments are the Latino students concentrated? Are they only in ESL or are they in all departments?

**Student Ethnic Breakdown By Departmental Enrollment**

The largest department for spring 1995 at Compton College is the English department, followed by ESL, Physical Education, Math, Business Education, Child Development, History and Psychology departments(MIS, Compton College, Spring 1995). The English department has 1,678 students and right behind is the ESL department with 1,579. When one analyzes the student ethnic breakdown by department, the largest group within the English department are Latinos with 823 students, followed by Blacks with 804, thus there

is parity(see graph on Ethnic Breakdown by English). The ESL department on the other hand is 99% Latino for the appropriate reason of those students being the most recent immigrants to Los Angeles County(see graph on Ethnic Breakdown by ESL). These two graphs indicate as mentioned in the introduction, that there are Latino experiences and not the Latino experience. The Latino students in the English department are probably a product of the American Educational System, whereas the Latinos in the ESL department had their educational upbringing, if any, in their country of origin, whether it's Mexico, El Salvador or Guatemala. In essence, these two groups cannot be compared because their experiences originate from different nations and under different social values and norms. On the other hand, Latino and Black students in the English department have more in common because they are a product of the same educational system, norms and values, though obviously influenced by their cultural background. Furthermore, when one compares the other six departments, one will notice that eventhough Latinos are not the majority, the enrollments are proportional to the overall Latino student body population.

Even within the ESL student body population, some students have professional degrees from their country of origin, whereas others are barely literate in Spanish. Then, all of a sudden, there exist three to four possible scenarios of the Latino students at Compton College, which all must be addressed equally. What does this imply for Compton College?

## New Implications For Compton Community College

Based on the 1990 US Census figures for the district, the highest fertility rate among Californians, and continued immigration from Mexico, especially after the devaluation of the peso in December of 1994, the Latino population is already and will continue to grow in the Compton Community College District, but also throughout the whole state. Furthermore, as the backlash of anti-Latino legislation progresses, most long term legal residents have begun in great numbers to submit their applications for US citizenship, which in return, means that this is a population that will affect the electoral process in the next ten years, including school board elections and decisions that emerge from that suffrage. Compton Community College can be a pioneer in educational programs that attempts to meet the diversity of Latino students. A recent study completed through The University of Chicago, indicates that immigrants do well in schools(L.A. Times, 4/3/95,"Immigrants Do Well in School, Study Finds), thus eagerness to learn will not be a problem, just friendly and properly structured educational programs.

## Recommendations

- Enhance all educational programs, particularly those that provide a skill, such as Computer Information Sciences, Business Education and English Writing Courses.
- For the ESL department, identify those students who have professional degrees and concentrate them particularly, so that they can learn English at a more faster pace, based on their previous educational training..

- For those ESL students who lack basic skills in Spanish, concurrent enrollment in Spanish and ESL courses will provide a more enhanced learning environment( Lennox School District has the best model in the state with high success rates).

- For ESL students interested in transferring, enroll them in the Spanish major and augment degree program by offering transferable courses in Spanish, such as history, sciences and math courses. These same courses would be offered to all students interested in learning Spanish.

- Establish a transferable A.A. degree program in conjunction with ESL courses, in Spanish to increase the transfer rates. This means part-time instructors who are bilingual could be hired to teach those courses.

The recommendations made above serve as a possible paradigm for future educational programs that attempts to augment and enhance the vast Latino student population. Simultaneously, the recommended programs are structured for all students who are interested in becoming bilingual and biliterate. Thus, Compton College would be building a new foundation, by providing the educational structure in which students could become fluent in a second language.

## City of Carson

## Census 1990 Information

**Total Population** 83995

**Sex**

| | |
|---|---|
| male | 41198 |
| female | 42797 |

**Race**

| | |
|---|---|
| White | 29161 |
| Black | 22033 |
| Amer Ind | 459 |
| Asian | 21007 |
| Other Race | 11335 |
| Persons of Latino Origin | 23027 |

**Per Capita Income By Race In 1989**

| | |
|---|---|
| White | $14,907 |
| Black | $15,735 |
| Amer Ind | $14,550 |
| Asian | $12,458 |
| Other Race | $9,272 |
| Latino | $9,766 |

**Poverty Status By Race In 1989**

| | At or Above Poverty | Below Pover |
|---|---|---|
| White | 26755 | 2096 |
| Black | 20661 | 1194 |
| Amer Ind | 427 | 32 |
| Asian | 19815 | 1122 |
| Other Race | 9892 | 1346 |
| Latino | 20551 | 2337 |
| Total | 77550 | 5790 |

*Do not count Latinos in total because counted in Other)
Latinos also includes Blacks

**Household and Family Income in 1989**

| | | Household Families |
|---|---|---|
| Median | $43,882 | $47,387 |
| Mean | $48,490 | $51,193 |

**Tenure By Race of Householder**

| | Total | Owner | Renter |
|---|---|---|---|
| White | 10023 | 8044 | 1979 |
| Black | 6482 | 5337 | 1145 |
| Amer Ind | 126 | 103 | 23 |
| Asian | 4690 | 3574 | 1116 |
| Other Race | 2487 | 1749 | 738 |
| Latino | 5108 | 3690 | 1418 |

## City of Paramount

## Census 1990 Information

**Total Population** 47669

**Sex**

| | |
|---|---|
| male | 23977 |
| female | 23692 |

**Race**

| | |
|---|---|
| White | 22904 |
| Black | 5028 |
| Amer Ind | 491 |
| Asian | 2794 |
| Other Race | 16452 |

Persons of Latino Origin 28621

**Per Capita Income By Race In 1989**

| | |
|---|---|
| White | $10,697 |
| Black | $10,428 |
| Amer Ind | $11,244 |
| Asian | $10,813 |
| Other Race | $7,071 |
| Latino | $7,225 |

**Poverty Status By Race In 1989**

| | At or Above Poverty | Below Pover |
|---|---|---|
| White | 19355 | 3210 |
| Black | 3666 | 1263 |
| Amer Ind | 397 | 86 |
| Asian | 2457 | 311 |
| Other Race | 12873 | 3409 |
| Latino | 22851 | 5474 |
| Total | 38748 | 8279 |

*Do not count Latinos in total because counted in Other)
Latinos also includes Blacks

**Household and Family Income in 1989**

| | Household | Families |
|---|---|---|
| Median | $29,015 | $30,540 |
| Mean | $34,282 | $35,577 |

**Tenure By Race of Householder**

| | Total | Owner | Renter |
|---|---|---|---|
| White | 7438 | 3800 | 3638 |
| Black | 1627 | 217 | 1410 |
| Amer Ind | 139 | 41 | 98 |
| Asian | 653 | 321 | 332 |
| Other Race | 3136 | 1124 | 2012 |
| Latino | 5740 | 2102 | 3638 |

## City of Lynwood

## Census 1990 Information

**Total Population** 61945

**Sex**

| | |
|---|---|
| male | 31223 |
| female | 30722 |

**Race**

| | |
|---|---|
| White | 14820 |
| Black | 14707 |
| Amer Ind | 181 |
| Asian | 1430 |
| Other Race | 30807 |

Persons of Latino Origin 43045

**Per Capita Income By Race In 1989**

| | |
|---|---|
| White | $7,543 |
| Black | $10,006 |
| Amer Ind | $5,553 |
| Asian | $7,439 |
| Other Race | $5,815 |
| Latino | $6,049 |

**Poverty Status By Race In 1989**

| | At or Above Poverty | Below Poverty |
|---|---|---|
| White | 11816 | 2527 |
| Black | 11476 | 2932 |
| Amer Ind | 57 | 112 |
| Asian | 1155 | 245 |
| Other Race | 23055 | 7475 |
| Latino | 32985 | 9636 |
| Total | 47559 | 13291 |

*Do not count Latinos in total because counted in Other)
Latinos also includes Blacks

**Household and Family Income in 1989**

| | Household | Families |
|---|---|---|
| Median | $25,961 | $26,439 |
| Mean | $30,685 | $31,342 |

**Tenure By Race of Householder**

| | Total | Owner | Renter |
|---|---|---|---|
| White | 3918 | 2184 | 1734 |
| Black | 4217 | 2135 | 2082 |
| Amer Ind | 64 | 22 | 42 |
| Asian | 287 | 101 | 186 |
| Other Race | 5672 | 2378 | 3294 |
| Latino | 8131 | 3459 | 4672 |

## City of Compton

## Census 1990 Information

**Total Population** 90454

**Sex**

| | |
|---|---|
| male | 44315 |
| female | 46135 |

**Race**

| | |
|---|---|
| White | 9566 |
| Black | 49806 |
| Amer Ind | 485 |
| Asian | 1628 |
| Other Race | 28969 |

Persons of Latino Origin 38316

**Per Capita Income By Race In 1989**

| | |
|---|---|
| White | $6,065 |
| Black | $9,881 |
| Amer Ind | $7,329 |
| Asian | $5,246 |
| Other Race | $5,079 |
| Latino | $5,097 |

**Poverty Status By Race In 1989**

| | At or Above Poverty | Below Pover |
|---|---|---|
| White | 6234 | 3214 |
| Black | 37971 | 10887 |
| Amer Ind | 399 | 86 |
| Asian | 1038 | 585 |
| Other Race | 18855 | 9688 |
| Latino | 24868 | 12930 |
| Total | 64497 | 24460 |

*Do not count Latinos in total because counted in Other)
Latinos also includes Blacks

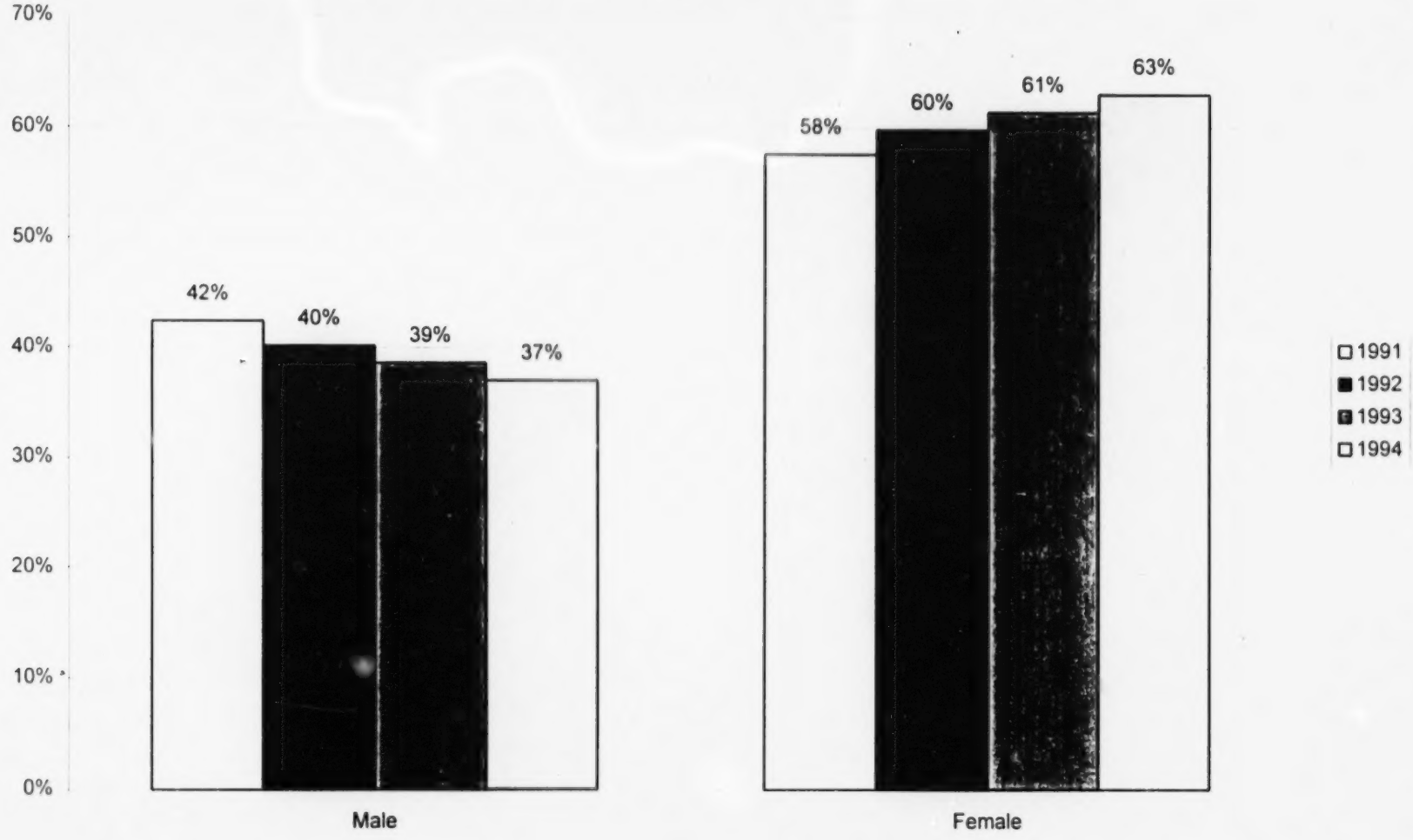
**Household and Family Income in 1989**

| | Household | Families |
|---|---|---|
| Median | $24,971 | $25,699 |
| Mean | $31,018 | $31,762 |

**Tenure By Race of Householder**

| | Total | Owner | Renter |
|---|---|---|---|
| White | 2006 | 1100 | 906 |
| Black | 14832 | 9400 | 5432 |
| Amer Ind | 95 | 54 | 41 |
| Asian | 253 | 134 | 119 |
| Other Race | 5137 | 2043 | 3094 |
| Latino | 6712 | 2816 | 3896 |

## Gender
## Fall 1991-1994



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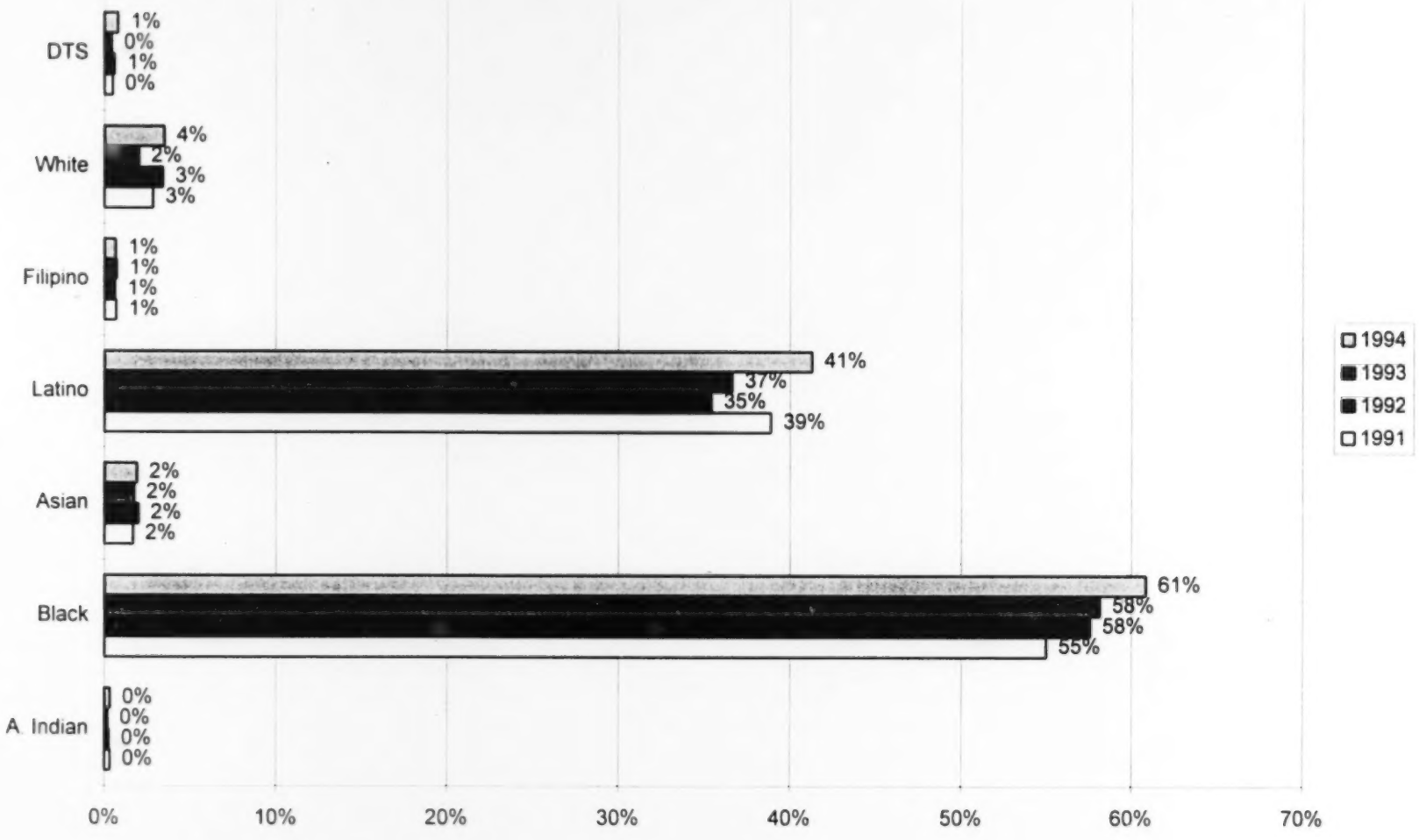
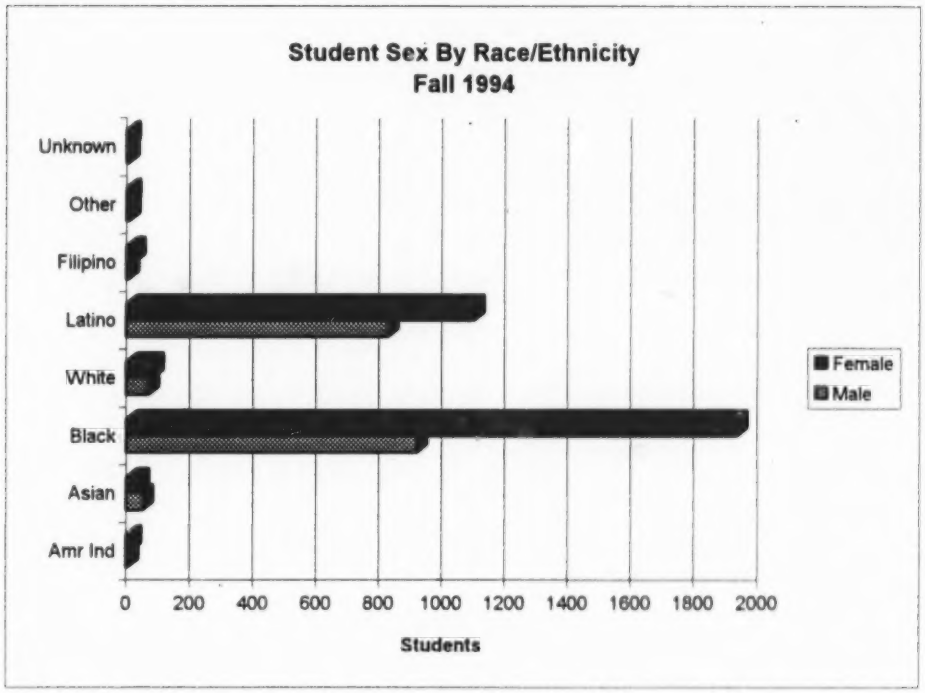
## Race/Ethnicity
## Fall 1991-1994

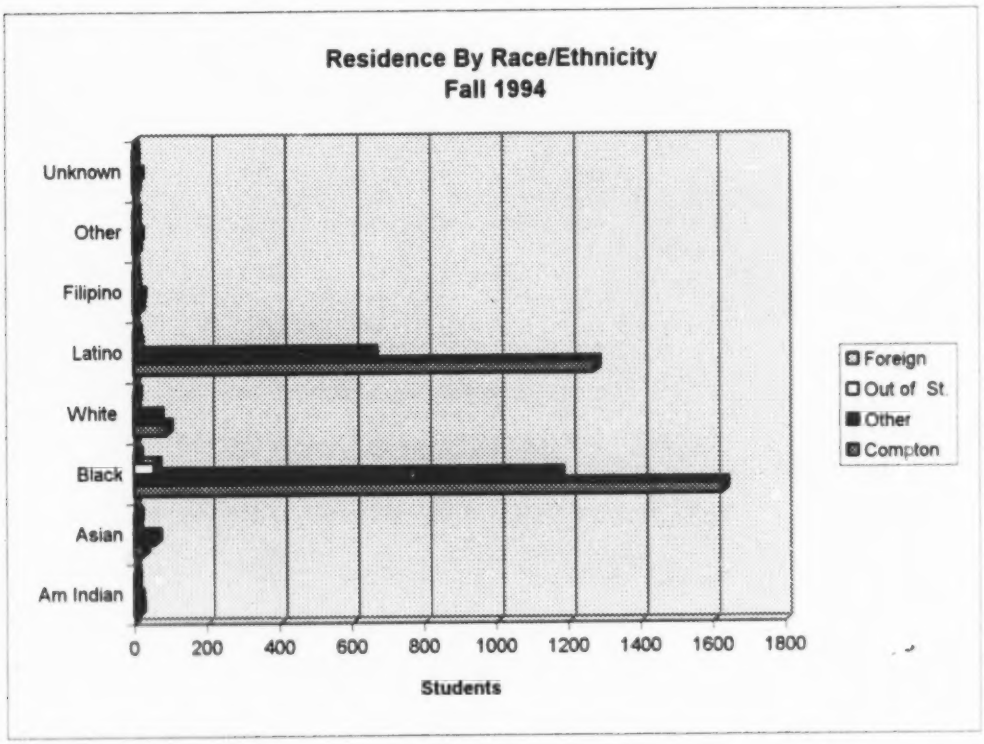


## COMPTON COMMUNITY COLLEGE



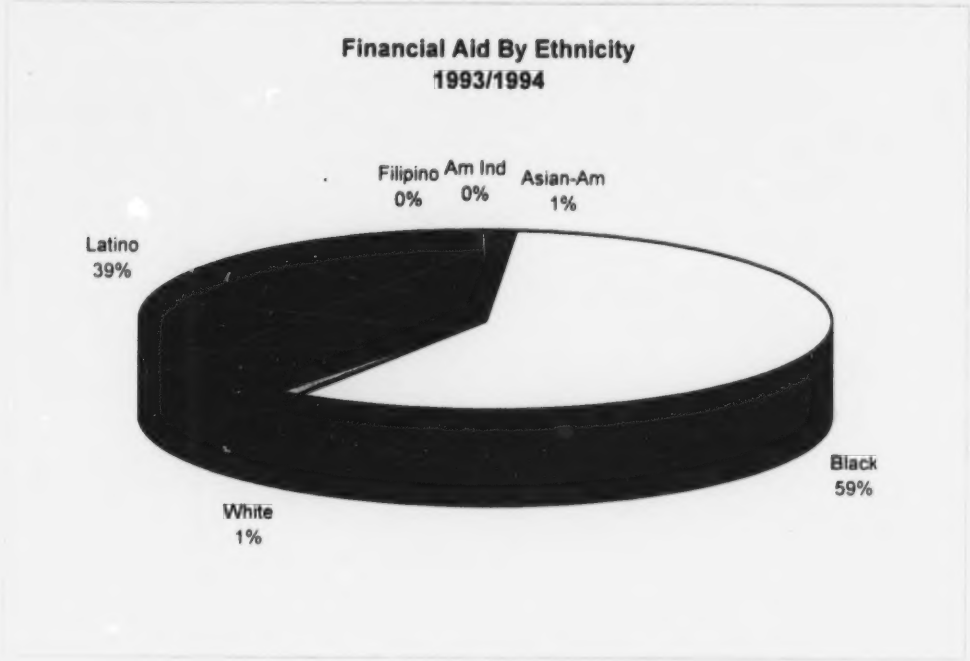

### Student Sex By Ethnicity Fall 1994

| Ethnic | Male | Female | Total |
|---|---|---|---|
| Amr Ind | 4 | 14 | 18 |
| Asian | 51 | 37 | 88 |
| Black | 920 | 1936 | 2856 |
| White | 69 | 83 | 152 |
| Latino | 829 | 1102 | 1931 |
| Filipino | 5 | 24 | 29 |
| Other | 8 | 10 | 18 |
| Unknown | 4 | 9 | 13 |



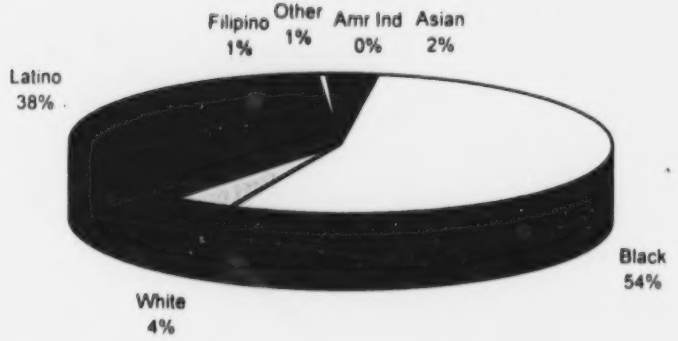

Residence By Race/Ethnicity
Fall 1994

| Residence | Compton | Other | Out of St. | Foreign | Total |
|---|---|---|---|---|---|
| Am Indian | 11 | 7 | 0 | 0 | 18 |
| Asian | 24 | 56 | 2 | 6 | 88 |
| Black | 1626 | 1170 | 56 | 4 | 2856 |
| White | 88 | 61 | 0 | 3 | 152 |
| Latino | 1270 | 652 | 7 | 2 | 1931 |
| Filipino | 12 | 16 | 1 | 0 | 29 |
| Other | 6 | 10 | 1 | 1 | 18 |
| Unknown | 3 | 10 | 0 | 0 | 13 |




| Financial Aid Students By Ethnicity 1994 | |
|---|---|
| Am Ind | 6 |
| Asian-Am | 13 |
| Black | 852 |
| White | 13 |
| Latino | 579 |
| Filipino | 6 |

## Student Race/Ethnicity, Fall 1994



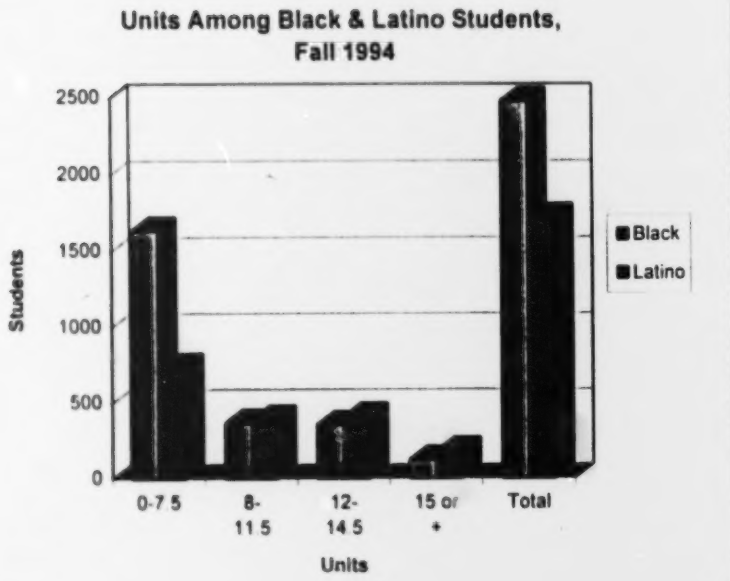

## Student Race/Ethnicity, Spring 1995

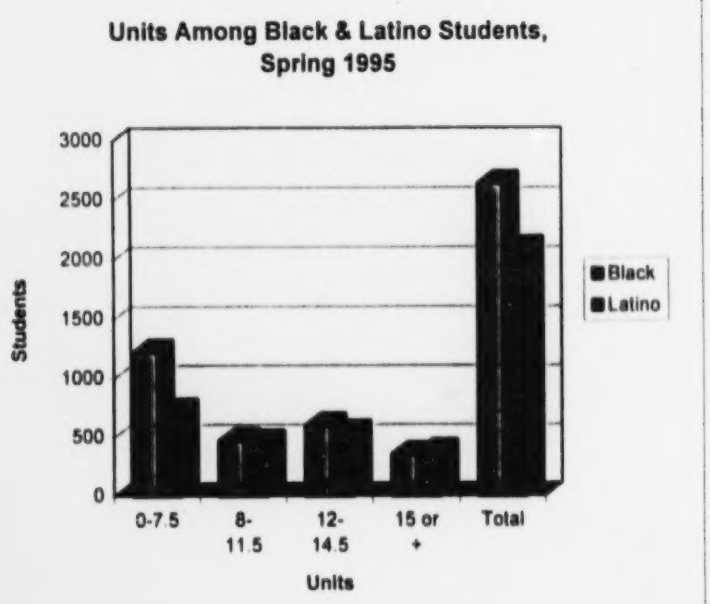
**Fall, 1994**

| Ethnic | Total |
|---|---|
| Amr Ind | 12 |
| Asian | 84 |
| **Black** | **2475** |
| White | 171 |
| **Latino** | **1718** |
| Filipino | 30 |
| Other | 37 |

**Spring, 1995**

| Ethnic | Total |
|---|---|
| Amr Ind | 12 |
| Asian | 82 |
| **Black** | **2638** |
| White | 121 |
| **Latino** | **2086** |
| Filipino | 28 |
| Other | 29 |



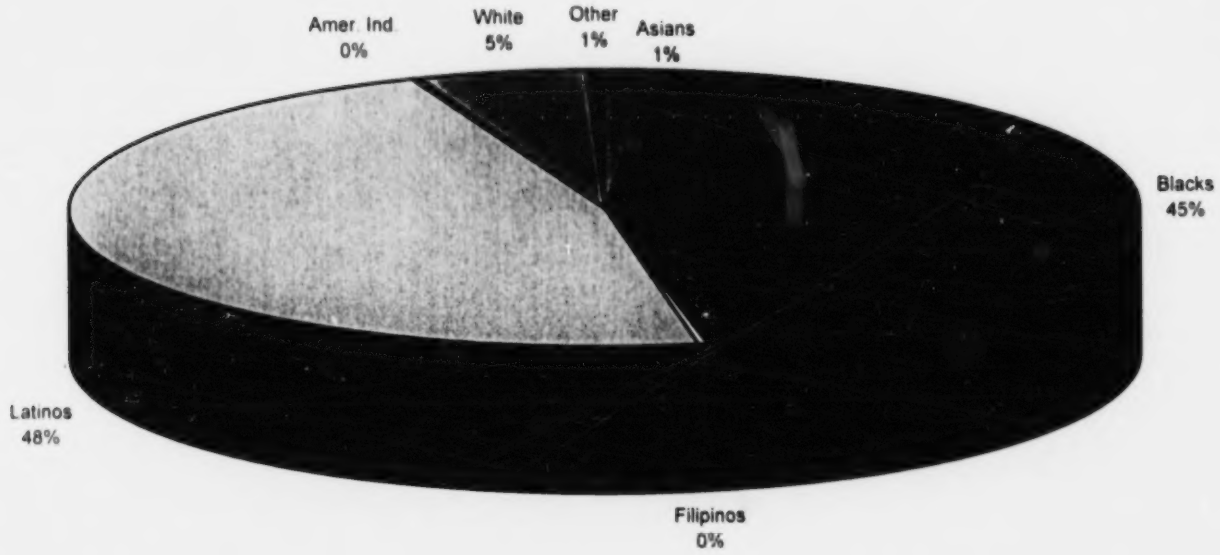

**Units by Race/Ethnicity, Fall 1994**

| Ethnic | 0-7.5 | 8-11.5 | 12-14.5 | 15 or + | Total |
|---|---|---|---|---|---|
| Black | 1633 | 365 | 354 | 123 | 2475 |
| Latino | 736 | 392 | 409 | 181 | 1718 |

**Units by Race/Ethnicity, Spring 1995**

| Ethnic | 0-7.5 | 8-11.5 | 12-14.5 | 15 or + | Total |
|---|---|---|---|---|---|
| Black | 1220 | 469 | 598 | 351 | 2638 |
| Latino | 719 | 454 | 535 | 378 | 2086 |

**Returning First-Time Freshmen From Fall 1994 To Spring 1995**
**By Ethnicity**




| | |
|---|---|
| Asians | 10 |
| Blacks | 317 |
| Filipinos | 3 |
| Latinos | 327 |
| Amer. Ind. | 2 |
| White | 34 |
| Other | 4 |
| Total | 697 |

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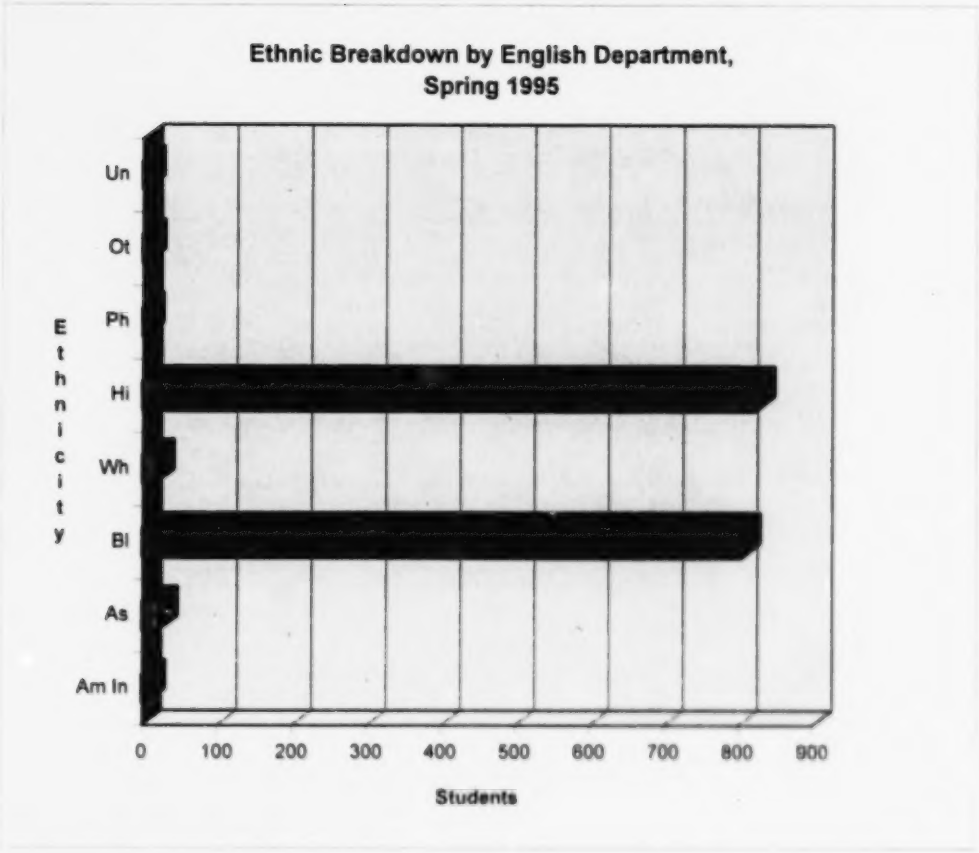
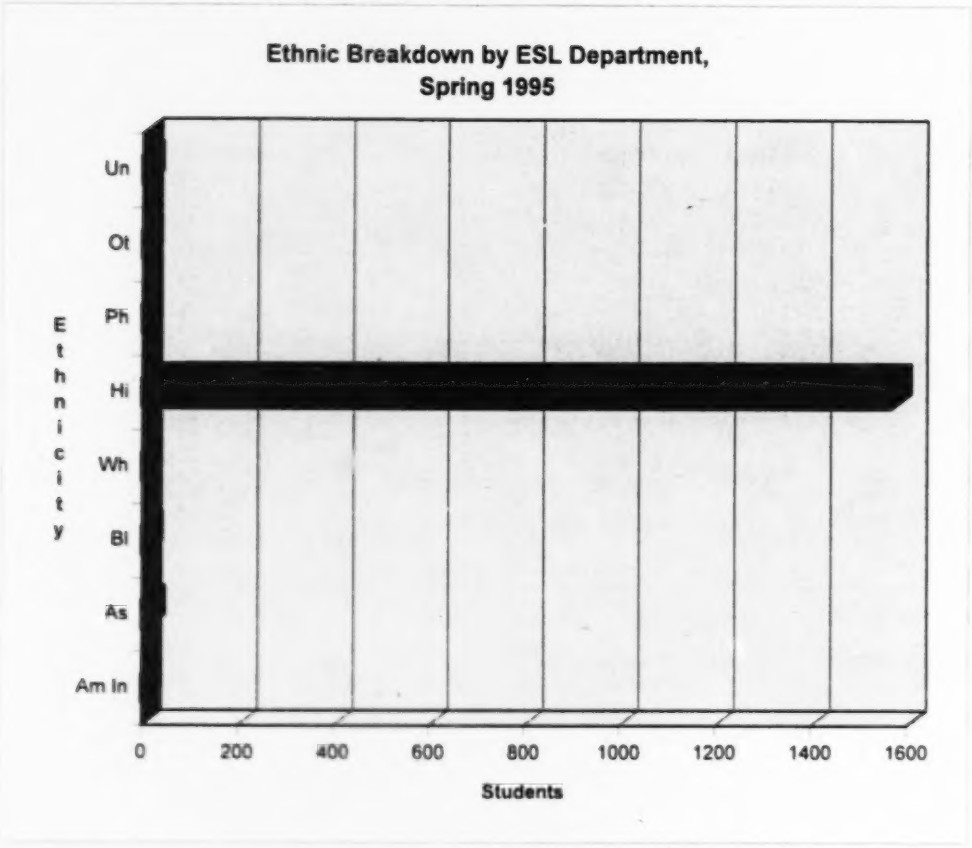
**Returning First-Time Freshmen From Fall 1994 To Spring 1995**
**By Gender Among Latino Students**

| | | |
|---|---|---|
| Males | 148 | 45% |
| Females | 179 | 55% |
| Total | 327 | |

Office of Institutional Research/Management Information Systems




| DEPA | Am In | As | Bl | Wh | Hi | Ph | Ot | Un |
|---|---|---|---|---|---|---|---|---|
| ENGL | 5 | 21 | 804 | 16 | 823 | 2 | 4 | 3 |




| DEPA | Am In | As | Bl | Wh | Hi | Ph | Ot | Un |
|---|---|---|---|---|---|---|---|---|
| ESL | 0 | 7 | 2 | 0 | 1567 | 0 | 0 | 3 |